

To map the components of the Arabic reading learning ecology at Islamic Boarding School

Ekologi Pembelajaran Maharah Qira'ah: Bukti Empiris dari Pesantren Indonesia

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Abstract:

Arabic reading (*mahārah qirā'ah*) learning in Islamic boarding schools plays an important role in developing students' linguistic competence and textual understanding. This study aims to map the learning ecology of Arabic reading at Ummul Quro Assuyuty Islamic Boarding School, Indonesia. A qualitative case study approach was employed, with data collected through interviews, observations, and documentation, and analyzed using an interactive model. The findings reveal that the learning ecology of Arabic reading consists of five main components, namely pedagogical, social, institutional, cultural, and learning resources components. These components interact dynamically to form a holistic, adaptive, and sustainable learning environment. The study indicates that Arabic reading instruction in pesantren is not limited to classroom activities but constitutes an educational ecosystem shaped by culture, scholarly traditions, and institutional systems. This research contributes to the expansion of learning ecology theory within the context of education

Keyword: Arabic reading, *mahārah qirā'ah*, learning ecology, Islamic boarding school

Abstrak:

Pembelajaran *mahārah qirā'ah* di pesantren memiliki peran penting dalam pengembangan kompetensi linguistik dan pemahaman teks berbahasa Arab. Penelitian ini bertujuan untuk memetakan ekologi pembelajaran membaca bahasa Arab di Pondok Pesantren Ummul Quro Assuyuty, Indonesia. Penelitian ini menggunakan pendekatan kualitatif dengan desain studi kasus. Data dikumpulkan melalui wawancara, observasi, dan dokumentasi, kemudian dianalisis menggunakan model interaktif. Hasil penelitian menunjukkan bahwa ekologi pembelajaran *mahārah qirā'ah* terdiri atas lima komponen utama, yaitu pedagogis, sosial, institusional, kultural, dan sumber belajar. Kelima komponen tersebut saling berinteraksi dalam membentuk lingkungan pembelajaran yang holistik, adaptif, dan berkelanjutan. Temuan ini menegaskan bahwa pembelajaran membaca bahasa Arab di pesantren tidak hanya berlangsung di ruang kelas, tetapi merupakan sebuah ekosistem pendidikan yang dipengaruhi oleh budaya, tradisi keilmuan, dan sistem kelembagaan pesantren. Penelitian ini berkontribusi dalam memperluas kajian teori *learning ecology* dalam konteks pendidikan.

Kata Kunci: *mahārah qirā'ah*, pembelajaran bahasa Arab, ekologi pembelajaran, pesantren.

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INTRODUCTION

Arabic reading (*mahārah qirā'ah*) instruction at Ummul Quro Assuyuty Islamic Boarding School extends beyond formal classroom activities and is embedded in the broader academic and social life of the *pesantren*. Students engage in reading classical and contemporary Arabic texts through *halaqah* sessions, scholarly discussions (*mudhākarah*), classroom presentations, and continuous interactions with teachers and peers. These learning experiences are further enriched by the availability of Arabic learning resources, the institutional culture of reading, and the sustained use of Arabic texts in both formal and informal educational settings. Such conditions indicate that the development of Arabic reading proficiency is shaped not merely by instructional strategies but also by the interaction of multiple learning environments that collectively influence students' learning experiences. Consequently, the learning practices at Ummul Quro Assuyuty Islamic Boarding School provide a compelling empirical context for examining the learning ecology of Arabic reading.

From a theoretical perspective, reading instruction is no longer viewed merely as a process determined by individual cognitive abilities or the effectiveness of instructional methods. Instead, it is understood as the outcome of dynamic interactions among learners, teachers, learning resources, social environments, academic culture, and technology within a broader learning ecology. This perspective conceptualizes learning as a network of interconnected experiences in which multiple elements continuously interact to shape meaningful learning outcomes (Barron, 2006; Jackson, 2013). In language education, an ecological perspective further argues that reading development emerges through sustained interactions between readers, texts, learning communities, pedagogical practices, and institutional environments that collectively foster literacy development (Bronfenbrenner, 1979; van Lier, 2004). Accordingly, Arabic reading (*mahārah qirā'ah*) should be developed within a learning ecosystem that integrates pedagogical, social, cultural, and institutional dimensions to provide authentic, reflective, and contextually meaningful reading experiences.

Over the past five years, research on *mahārah qirā'ah* (Arabic reading) has developed considerably and can be categorized into six major research trends: (1) instructional methods, (2) learning strategies and instructional models, (3) educational media and digital technology, (4) instructional materials and assessment, (5) reading competence and learning difficulties, and (6) conceptual and philosophical studies of Arabic reading instruction. Studies on instructional methods have primarily examined the effectiveness of various teaching approaches in improving Arabic reading proficiency (Salsabilla et al., 2025; Amirullah & Anwar, 2024). Meanwhile, research on learning strategies and instructional models has focused on reading strategies, collaborative learning, and innovative pedagogical models designed to enhance *mahārah qirā'ah* competencies (Fauziah et al., 2024; Linur et al., 2025). The rapid advancement of educational technology has also encouraged studies investigating the use of digital media, digital comics, and Artificial Intelligence (AI) to support Arabic reading instruction (Mazyuna & Sopian, 2025; Agustina et al., 2025; Hibatullah et al., 2026). In addition, several studies have explored the development of instructional materials and reading assessment (Ubaidillah et al., 2025), learners' reading competence and difficulties (Saadah & Baroroh, 2025), as well as conceptual and epistemological foundations of *mahārah qirā'ah* instruction (Nayogi et al., 2025). Nevertheless, these research trends remain predominantly centered on classroom-based instructional interventions, while studies examining *mahārah qirā'ah* as the product of interactions among multiple components within a learning ecology, particularly in the context of Islamic boarding schools (*pesantren*), remain notably scarce.

Addressing these research gaps, this study aims to map the components that constitute the learning ecology of Arabic reading (*mahārah qirā'ah*) a case study of Ummul Quro Assuyuty Islamic Boarding School. Unlike previous studies that have primarily emphasized instructional methods, learning strategies, educational media, or digital technologies, this research conceptualizes Arabic reading proficiency as the outcome of dynamic interactions among pedagogical, social, cultural, institutional, and environmental dimensions within the pesantren learning ecosystem. Accordingly, this study is expected to enrich the application of the learning ecology perspective in Arabic language education while providing a conceptual foundation for developing more holistic Arabic reading learning ecosystems in Islamic boarding schools and other Islamic educational institutions.

RESEARCH METHODS

This study employed a qualitative approach using a case study design to gain an in-depth understanding of the learning ecology of Arabic reading (*mahārah qirā'ah*) at Ummul Quro Assuyuty Islamic Boarding School. This approach was selected because the study sought to explore the phenomenon holistically by examining the components that constitute the Arabic reading learning ecosystem and the interaction patterns among these components within the natural setting of the pesantren. A case study design enables researchers to investigate contemporary phenomena within their real-life context while considering the social, cultural, pedagogical, and institutional characteristics surrounding the learning process (Yin, 2018; Merriam & Tisdell, 2016). Accordingly, Ummul Quro Assuyuty Islamic Boarding School was purposefully selected as the research site because of its distinctive Arabic language learning tradition integrated with the academic culture of the pesantren, making it an information-rich case for investigating the learning ecology of Arabic reading.

The study utilized both primary and secondary data sources. Primary data were obtained from participants selected through purposive sampling based on their involvement in and understanding of Arabic reading (*mahārah qirā'ah*) instruction at Ummul Quro Assuyuty Islamic Boarding School. The participants included the pesantren leader, the head of the Arabic language program, Arabic reading instructors, and students who actively participated in Arabic reading learning activities. Secondary data were collected from relevant institutional documents, including the curriculum, instructional materials, language program schedules, academic guidelines, and other documents related to Arabic reading instruction.

Table 1. Characteristics of Research Participants

Participant Code	Role	Years of Experience/Study	Selection Criteria
P01	Pesantren Leader	>20 years	Responsible for institutional policies and the development of Arabic language learning
P02	Head of Arabic Language Program	8 years	Coordinates and supervises Arabic language learning programs
P03	Arabic Reading Instructor	6 years	Responsible for teaching <i>mahārah qirā'ah</i>
P04	Arabic Reading Instructor	4 years	Responsible for teaching <i>mahārah qirā'ah</i>
P05	Student	5 years	Actively participates in Arabic reading learning activities

P06	Student	4 years	Demonstrates active engagement in Arabic reading instruction
P07	Student	4 years	Demonstrates high achievement in Arabic language learning
P08	Student	3 years	Actively involved in Arabic literacy activities

As presented in Table 1, this study involved eight participants selected through purposive sampling based on their level of involvement, experience, and knowledge of Arabic reading (*mahārah qirā'ah*) instruction at Ummul Quro Assuyuty Islamic Boarding School. The participants consisted of one pesantren leader, one head of the Arabic language program, two Arabic reading instructors, and four students actively engaged in Arabic reading learning activities. This composition was intentionally designed to capture perspectives from different levels of educational management and instructional practice, thereby providing a comprehensive understanding of the learning ecology. Furthermore, all participants were selected as information-rich participants, meaning that they possessed substantial experience and were able to provide in-depth insights into the components of the learning ecology and the interaction patterns that characterize Arabic reading instruction.

Data were collected through participant observation, semi-structured interviews, and document analysis to obtain a comprehensive understanding of the learning ecology of Arabic reading (*mahārah qirā'ah*). Participant observation was conducted to examine classroom activities, teacher–student interactions, the use of learning resources, and the broader learning environment that shapes the Arabic reading learning ecosystem. Semi-structured interviews were employed to explore participants' experiences, perceptions, and perspectives regarding the components of the learning ecology and the interaction patterns emerging throughout the learning process. In addition, document analysis was conducted by examining the curriculum, instructional materials, language program schedules, academic guidelines, and other institutional documents to corroborate and enrich the findings obtained from observations and interviews. The integration of these three data collection techniques enabled methodological triangulation, thereby enhancing the depth and credibility of the research findings.

Data Collection Technique	Research Focus	Data Source
Participant Observation	Learning ecology components and interaction patterns	Learning activities
Semi-structured Interview	Participants' experiences and perceptions	Pesantren leader, teachers, students
Document Analysis	Institutional support and learning resources	Curriculum, lesson plans, academic documents

The data were analyzed using thematic analysis as proposed by Braun and Clarke (2006). This analytical approach was selected because it enables researchers to systematically identify, organize, and interpret meaningful patterns across multiple data sources.

Table 2. Stages of Data Analysis Using Thematic Analysis

Phase	Analytical Process	Application in This Study	Expected Output
Phase 1	Familiarization with the data	Reading interview transcripts, observation notes, and institutional documents repeatedly to gain a	Initial understanding of the research context

		comprehensive understanding of the learning ecology.	
Phase 2	Generating initial codes	Coding meaningful statements related to learning ecology components and interaction patterns.	Initial codes
Phase 3	Searching for themes	Grouping similar codes into broader categories representing the learning ecology.	Preliminary themes
Phase 4	Reviewing themes	Comparing and refining themes by checking consistency across all data sources.	Validated themes
Phase 5	Defining and naming themes	Clearly defining each theme and identifying the relationships among themes.	Final themes and interaction patterns
Phase 6	Producing the report	Interpreting findings and constructing explanations regarding the learning ecology of Arabic reading.	Research findings and conceptual interpretation

As presented in Table 2, the data analysis followed six iterative and interconnected phases of thematic analysis. The process began with familiarization with the data, followed by generating initial codes, organizing codes into preliminary themes, reviewing the consistency of themes, defining and naming the themes, and finally producing the research report. In this study, the analytical process was designed not only to identify emerging themes but also to map the components constituting the learning ecology of Arabic reading (*mahārah qirā'ah*) and to examine the interaction patterns among these components within the pesantren learning environment.

RESULTS

Components of the Arabic Reading Learning Ecology of Arabic reading (*mahārah qirā'ah*)

The findings indicate that the learning ecology of Arabic reading (*mahārah qirā'ah*) at Ummul Quro Assuyuty Islamic Boarding School is constructed through the interconnectedness of multiple components that collectively shape the Arabic reading learning process. Based on interview data, participant observations, and document analysis, this study identified five major components of the learning ecology: pedagogical components, social components, learning resources, the institutional environment, and the cultural environment. Rather than functioning independently, these components operate as an integrated and dynamic system through continuous interactions that foster the development of students' Arabic reading competence.

1.1 Pedagogical Components

The pedagogical component emerged as the primary foundation of the Arabic reading (*mahārah qirā'ah*) learning ecology at Ummul Quro Assuyuty Islamic Boarding School. The findings indicate that Arabic reading instruction extends beyond classroom teaching to include lesson planning, instructional strategies, formative feedback, structured reading practices, and continuous teacher guidance across various academic activities within the pesantren. Consequently, teachers function not merely as knowledge transmitters but also as facilitators who cultivate a learning environment that actively engages students in the development of Arabic reading proficiency. The central role of pedagogical practices in shaping the Arabic reading learning ecology was consistently highlighted by the participants. One Arabic reading instructor explained:

“Arabic reading instruction is not limited to scheduled classroom sessions. We continue guiding students during the evening halaqah, where they read classical texts, receive corrective feedback on pronunciation, and discuss unfamiliar vocabulary. These continuous learning activities enable students to develop their reading skills progressively.” (P03, Personal Interview)

Similarly, the head of the Arabic Language Program emphasized that Arabic reading competence is cultivated through continuous pedagogical support rather than isolated classroom instruction:

“The reading program is designed as a continuous learning process. Classroom instruction serves as the foundation, while various extracurricular academic activities reinforce students’ reading competence through repeated practice and teacher supervision.” (P02, Personal Interview)

The convergence of interview data indicates that the pedagogical component of the Arabic reading learning ecology extends beyond instructional delivery. Instead, it represents a comprehensive pedagogical system characterized by continuous teacher guidance, structured learning activities, formative feedback, and sustained reading practice. These interconnected pedagogical practices create an environment that supports the gradual development of students’ Arabic reading competence within the pesantren context.

1.2 Social Component

The social component emerged as a fundamental element of the Arabic reading (*mahārah qirā’ah*) learning ecology at Ummul Quro Assuyuty Islamic Boarding School. The findings indicate that students’ Arabic reading competence develops not only through teacher–student interaction but also through peer relationships, collaborative learning activities, peer-assisted learning, and the broader academic community that supports the learning process. These social interactions create a collaborative learning environment in which students continuously develop their reading competence through group discussions, cooperative learning, and halaqah activities. One student described the importance of peer interaction during Arabic reading activities:

“Learning to read Arabic becomes much easier when we practice together. Whenever someone encounters unfamiliar vocabulary or has difficulty understanding a passage, other students immediately provide explanations before the teacher offers further clarification.” (P06, Personal Interview)

Participant observation revealed that collaborative interaction occurred naturally throughout Arabic reading activities. Students frequently worked in small groups to read texts aloud, discuss vocabulary meanings, verify grammatical structures, and interpret textual content before presenting their understanding to the teacher. The researcher also observed that senior students often guided junior students during evening halaqah, creating opportunities for peer mentoring and collaborative knowledge construction.

The integration of interview data and participant observations evidence demonstrates that the social component of the Arabic reading learning ecology extends beyond interpersonal communication. Rather, it represents a collaborative learning network in which teachers, peers, and the broader pesantren community collectively contribute to students’ reading development. Through continuous social interaction, students not only improve their linguistic competence but also construct knowledge collaboratively, reinforcing the view that Arabic reading learning is embedded within a socially mediated learning ecology.

1.3 Institutional Component

The institutional component serves as the structural foundation that provides direction,

organization, and continuity to the Arabic reading (*mahārah qirā'ah*) learning ecology at Ummul Quro Assuyuty Islamic Boarding School. The findings indicate that the effectiveness of Arabic reading instruction is influenced not only by teachers' pedagogical competence and students' active participation but also by institutional policies that systematically integrate Arabic language learning into the broader educational system of the pesantren. This integration is reflected in curriculum design, language development programs, structured learning schedules, and institutional academic policies that collectively establish a supportive environment for Arabic reading development. One participant highlighted the importance of institutional commitment in sustaining Arabic reading instruction:

"Arabic reading is not treated as an isolated classroom subject. The institution has established a comprehensive language policy that integrates reading activities into both formal instruction and extracurricular academic programs. This policy ensures that students are continuously exposed to Arabic texts in different learning settings." (P02, Personal Interview)

Document analysis further confirmed these findings. The institutional curriculum explicitly outlines Arabic reading as one of the core competencies to be achieved by students. Academic regulations, language program schedules, and curriculum documents demonstrate that Arabic reading instruction is embedded across multiple educational activities, including classroom instruction, evening halaqah, intensive language programs, and literacy development initiatives. These documents reflect the institution's long-term commitment to establishing a structured and sustainable Arabic reading learning environment.

The integration of interview and documentary evidence demonstrates that the institutional component functions as the organizational framework of the Arabic reading learning ecology. Rather than merely regulating instructional activities, institutional policies create conditions that enable pedagogical practices, social interactions, and literacy activities to operate in a coordinated and sustainable manner. Consequently, the institution plays a pivotal role in maintaining the continuity of Arabic reading instruction by providing strategic direction, organizational support, and academic structures that reinforce the overall learning ecology.

1.4 Cultural Component

The cultural component represents one of the most distinctive characteristics of the Arabic reading (*mahārah qirā'ah*) learning ecology at Ummul Quro Assuyuty Islamic Boarding School. The findings reveal that Arabic reading development is shaped not only by pedagogical practices and institutional policies but also by the pesantren's academic culture, which positions reading as an integral part of its intellectual tradition. This culture is reflected in the habitual reading of Arabic classical texts, halaqah, mudhākarah, scholarly discussions, and the use of Arabic in various daily academic activities. Through these cultural practices, Arabic reading evolves beyond a linguistic skill to become an intellectual habit embedded within the educational life of the pesantren. The pesantren leader further explained the cultural philosophy underlying Arabic reading activities:

"Our goal is not only to teach students how to read Arabic correctly but also to cultivate a lifelong reading culture. Reading is regarded as a religious, intellectual, and academic practice that should become part of students' everyday lives." (P01, Personal Interview)

The convergence of interview, observational, and documentary evidence suggests that the cultural component functions as the normative foundation of the Arabic reading learning ecology. Unlike pedagogical or institutional components that primarily organize learning activities, the cultural component shapes students' values, habits, and collective identity toward Arabic reading. Through sustained cultural practices such as halaqah, mudhākarah, and the habitual engagement with Arabic texts, reading becomes embedded in the everyday academic

life of the pesantren. Consequently, the learning ecology extends beyond instructional settings to encompass a broader cultural environment that continuously reinforces students' Arabic reading competence.

1.5 Learning Resources Component

The learning resources component serves as a supporting element that strengthens the sustainability of the Arabic reading (*mahārah qirā'ah*) learning ecology at Ummul Quro Assuyuty Islamic Boarding School. The findings indicate that the development of Arabic reading competence depends not only on textbooks but also on the availability and utilization of diverse learning resources within the pesantren environment. These resources include Arabic classical texts, textbooks, dictionaries, library collections, digital media, and various instructional materials that are integrated into academic activities. The diversity of learning resources provides students with continuous opportunities to engage with different types of Arabic texts, thereby enriching their reading experiences in both formal and informal learning contexts. An Arabic reading instructor explained the importance of utilizing multiple learning resources:

"Students are encouraged to read from various sources rather than relying on a single textbook. Classical Islamic texts, contemporary Arabic books, dictionaries, and digital materials are all incorporated into the learning process to broaden their reading experience." (P04, Personal Interview)

A student also emphasized the accessibility of learning resources:

"Whenever we encounter unfamiliar vocabulary or concepts, we immediately consult dictionaries, library collections, or digital resources recommended by our teachers. These resources help us understand Arabic texts more independently." (P08, Personal Interview)

Participant observation revealed that students actively utilized a wide range of learning resources during Arabic reading activities. In addition to printed textbooks and classical Islamic texts, students frequently consulted dictionaries, reference books, and digital applications to verify vocabulary meanings and grammatical structures. The researcher also observed regular use of the pesantren library as a learning space where students independently explored Arabic reading materials beyond the compulsory curriculum.

The convergence of interview and observational evidence indicates that learning resources function as an enabling component within the Arabic reading learning ecology. Rather than serving merely as instructional materials, these resources facilitate continuous interaction among students, teachers, and the broader learning environment. The availability of diverse and accessible learning resources encourages independent learning, broadens students' exposure to authentic Arabic texts, and reinforces the interconnected relationships among pedagogical practices, social interaction, institutional support, and the cultural traditions of the pesantren. Consequently, learning resources play a strategic role in sustaining a dynamic and adaptive Arabic reading learning ecology.

Based on the analysis of interview, observational, and documentary data, this study identified five major components constituting the Arabic reading (*mahārah qirā'ah*) learning ecology at Ummul Quro Assuyuty Islamic Boarding School: the pedagogical component, social component, institutional component, cultural component, and learning resources component. Rather than functioning independently, these components complement one another in establishing a learning environment that supports the development of Arabic reading competence. The pedagogical component provides instructional practices and learning strategies, the social component facilitates interaction among learning participants, the institutional component offers organizational direction through policies and governance, the cultural component cultivates academic values and reading habits, and the learning resources

component ensures access to diverse learning materials. Collectively, these findings demonstrate that the Arabic reading learning ecology is a holistic system composed of interconnected components that jointly shape students' learning experiences.

Table 4. Synthesized Components of the Arabic Reading Learning Ecology

Component	Main Characteristics	Primary Function	Contribution to the Learning Ecology
Pedagogical Component	Teaching strategies, feedback, guided reading	Organizes instructional processes	Develops Arabic reading competence
Social Component	Teacher–student interaction, peer learning, collaborative discussion	Facilitates collaborative learning	Strengthens knowledge construction
Institutional Component	Curriculum, language policy, academic programs	Provides organizational support	Ensures continuity and sustainability
Cultural Component	Reading traditions, <i>halaqah</i> , <i>mudhākarah</i> , Arabic-speaking environment	Builds academic culture	Fosters lifelong reading habits
Learning Resources Component	Classical texts, textbooks, dictionaries, library, digital resources	Expands learning opportunities	Supports independent and continuous learning

As summarized in **Table 4**, these five components constitute the foundation of the Arabic reading learning ecology. Although each component performs a distinct function, they collectively contribute to creating a learning environment that supports the development of Arabic reading competence. However, the findings further suggest that the effectiveness of the learning ecology depends not merely on the presence of these components but on the interaction patterns established among them. Therefore, the following section examines how these components interact to form a dynamic and sustainable Arabic reading learning ecosystem.

DISCUSSION

The findings of this study indicate that Arabic reading (*mahārah qirā'ah*) instruction at Ummul Quro Assuyuty Islamic Boarding School cannot be narrowly understood as a classroom-based instructional process, but rather as a complex and integrated learning ecology. The five identified components—namely pedagogical, social, institutional, cultural, and learning resources components—demonstrate that Arabic reading competence develops through the simultaneous interaction of instructional practices, social relationships, institutional systems, pesantren academic culture, and the availability of learning resources. This finding aligns with the learning ecology perspective proposed by Barron (2006), which emphasizes that learning emerges through the interconnectedness of multiple contexts, activities, and resources that dynamically interact with one another. Similarly, Luckin (2010) conceptualizes learning environments as adaptive ecosystems shaped by the interaction between individuals, environments, and learning resources in the process of knowledge construction.

Furthermore, the findings of this study reveal that the integration of pedagogical, social, institutional, cultural, and learning resources components within the Arabic reading (*mahārah qirā'ah*) learning ecology reflects a multidimensional and interdependent learning system. Each component does not function in isolation but instead reinforces one another in shaping students' Arabic reading learning experiences. This aligns with Bronfenbrenner's (1979) ecological

systems theory, which emphasizes that individual development is influenced by systemic interactions across multiple environmental layers, ranging from the microsystem to the macrosystem. In the context of language learning, this perspective is further supported by Wenger (1998), who highlights the importance of communities of practice in shaping learning processes through sustained social participation. Accordingly, the findings demonstrate that the Arabic reading learning ecology in the pesantren context is not merely a collection of separate components, but an ecologically organized system in which each element interacts dynamically to shape the overall learning process.

Furthermore, the findings of this study highlight the distinctiveness of the pesantren context as a learning environment that enriches the concept of *learning ecology* in Arabic reading (*mahārah qirā'ah*) instruction. In contrast to general educational settings that primarily emphasize formal classroom-based instruction, the learning ecology at Ummul Quro Assuyuty Islamic Boarding School demonstrates a strong integration of formal, non-formal, and pesantren-based scholarly traditions such as *halaqah*, *mudhākarah*, and the habitual reading of Arabic classical texts. This condition indicates that the process of reading instruction does not solely occur through instructional interaction, but is also shaped by the internalization of values, habits, and literacy traditions embedded in students' daily lives. This finding extends the perspectives of Barron (2006) and Luckin (2010), which conceptualize learning ecology in more general contexts, by demonstrating that in pesantren settings, learning ecology is also profoundly influenced by spiritual, cultural, and Islamic scholarly traditions. Accordingly, the pesantren functions not only as a learning space, but also as an ecosystem for shaping intellectual identity and sustainable Arabic literacy development.

heoretically, this study makes an important contribution to the development of the learning ecology concept, particularly in the context of Arabic language learning within Islamic boarding schools. Existing literature on learning ecology has predominantly been applied in technology-enhanced learning and general education contexts, emphasizing the interconnectedness of individuals, environments, and learning resources within relatively formal and structured settings. However, this study demonstrates that the concept is also highly relevant for explaining learning dynamics in pesantren, which are characterized by a unique integration of formal education systems, Islamic scholarly traditions, and a living literacy culture embedded in students' daily lives. Accordingly, this research extends the theoretical scope of learning ecology by incorporating religious-cultural dimensions and pesantren-based academic traditions as integral components of the learning ecosystem. This finding reinforces the view that learning ecology is not context-neutral, but is always shaped by surrounding values, culture, and social structures.

Table 5. Research Findings and Contributions to Arabic Reading
(*Mahārah Qirā'ah*) Learning

Research Findings	Meaning / Interpretation	Contribution to Arabic Reading Learning (<i>Mahārah Qirā'ah</i>)
Arabic reading is constructed as a learning ecology	Reading is not a classroom-bound skill but an interconnected system of learning components	Shifts reading instruction from skill-based teaching to ecological learning system
Five interrelated components (pedagogical,	Learning emerges from interaction among multiple	Provides a comprehensive framework for

social, institutional, cultural, resources)	educational dimensions	understanding Arabic reading development
Pesantren culture strongly shapes reading practices	Literacy is embedded in daily religious and academic traditions	Highlights the role of culture in sustaining long-term reading habits
Institutional policies support continuous reading activities	Learning is structurally organized and sustained by institutional governance	Emphasizes the importance of policy-driven literacy ecosystems
Social interaction enhances comprehension and engagement	Peer learning and halaqah strengthen meaning construction	Reinforces collaborative learning as a core mechanism in reading development
Diverse learning resources expand reading exposure	Students interact with multiple textual sources (classical and digital)	Encourages multimodal and independent Arabic reading development

As presented in Table 5, The findings of this study have important implications for the development of Arabic reading (*mahārah qirā'ah*) instruction in pesantren and other Arabic language education institutions. First, the results indicate that improving reading competence cannot rely solely on strengthening classroom-based teaching methods, but must be supported by the development of a comprehensive learning ecosystem involving all components, namely pedagogical, social, institutional, cultural, and learning resources components. Second, Islamic boarding schools should optimize the integration of formal learning with non-formal activities such as *halaqah* and *mudhākarah* as continuous spaces for reading practice. Third, educational institutions need to strengthen policies that promote Arabic literacy culture through the provision of diverse learning resources and the reinforcement of teachers' roles as facilitators. Accordingly, these findings provide strategic directions for educational managers in building a more holistic, contextual, and sustainable learning environment for the development of Arabic reading competence.

Overall, the findings of this study indicate that Arabic reading (*mahārah qirā'ah*) instruction at Ummul Quro Assuyuty Islamic Boarding School constitutes a learning ecosystem formed through the dynamic interaction of pedagogical, social, institutional, cultural, and learning resources components. These components do not function independently; rather, they complement one another in shaping a sustainable learning environment that supports the development of Arabic reading competence. Accordingly, Arabic language learning in the pesantren context cannot be understood as a linear process confined to classroom settings, but rather as a complex, adaptive, and culturally embedded ecological system. This study thus reaffirms its contribution to expanding the understanding of learning ecology within Islamic boarding school education contexts.

CONCLUSION

his study concludes that Arabic reading (*mahārah qirā'ah*) instruction at Ummul Quro Assuyuty Islamic Boarding School represents a complex and integrated learning ecology formed through five key components, namely pedagogical, social, institutional, cultural, and learning resources components. These components interact dynamically in shaping a learning environment that not only focuses on the development of Arabic reading skills but also fosters a sustainable literacy culture within the pesantren context. The findings imply that improving Arabic reading competence cannot rely solely on classroom-based instructional approaches, but

requires the strengthening of a holistic, structured, and culturally embedded learning ecosystem.

However, this study is limited to a single-case setting, which restricts the generalizability of the findings to similar contexts only. In addition, the study primarily focuses on mapping the components of the learning ecology without deeply examining the inter-component dynamics through quantitative or longitudinal perspectives. Therefore, future research is recommended to conduct comparative studies across different types of Islamic boarding schools and to further explore interactional models within the Arabic reading (*mahārah qirā'ah*) learning ecology using mixed-methods or longitudinal research designs in order to obtain a more comprehensive and in-depth understanding.

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